DOCUMENT RESUME

ED 229 605 CE 035 955

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TITLE Parents. Career Planning and Vocational Programming for Handicapped Youth.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Philadelphia School District, Pa.
PUB DATE Oct 81
NOTE 49p.; For related documents, see CE 035 947-954. The Alliance for Career and Vocational Education also participated in the preparation of this document.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); *Career Education; Compliance (Legal); *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Parent Education; Parent Responsibility; *Parent Role; Parents; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Program Guides; Role Perception; Secondary Education; Special Education; Staff Development; *Vocational Education

ABSTRACT

This parent's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of parents, the manual is organized into three sections. The first section provides an overview of vocational and career education of handicapped students from the parent's perspective. Topics covered include legislative implications, placement and evaluation, the Individualized Education Program, career education, vocational education, competency-based instruction, and job placement and follow-up services. Parents' responsibilities, in terms of the specific responsibilities grid, are discussed in the second section. The final section contains a summary of the parents' and family's role in the education of handicapped students. (KC)

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ED229605

PARENTS

Career Planning

and

Vocational Programming

for Handicapped Youth

Prepared by The Alliance for Career and
Vocational Education
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Columbus, Ohio 43210

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October 1981

CE 035 955

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FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

Albert I. Glassman
Executive Director
Division of Career Education

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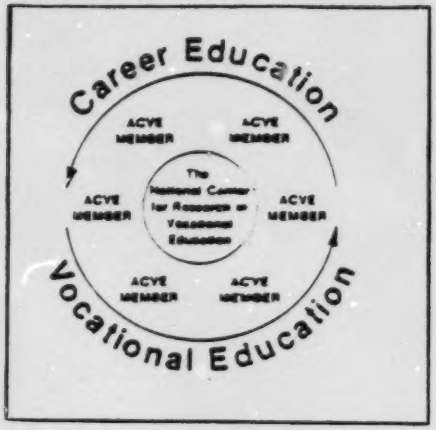
INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to be relevant to the specific needs for the following groups:

- o Administrators and Supervisors
- o Principals
- o Teachers
- o Supportive Service Personnel
- o Psychologists
- o Student Evaluation Personnel
- o Counselors
- o Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Richard Glean, George W. Davis, and Rhe McLaughlin. Special acknowledgement is given to Georgia Zeleznick and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal reseachers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW FOR PARENTS

The importance of parents in the development of their handicapped children into happy and productive members of society cannot be overemphasized. Family members working with school personnel can broaden the career and vocational understanding of handicapped children and increase their potential to gain skill that will result in employment. Parent participation and awareness of classroom activities will enable the parents to assist the children in building a bridge from home to school and into the community. This manual has been developed to help parents understand the programs provided to handicapped students in grades seven through twelve in the School District of Philadelphia, in the area of career education and vocational training. The manual should also promote parent participation in the planning and delivery of such programs. The information will help parents understand how the school system provides vocational skill training for gainful employment as a part of the broad area of career education. In addition the parents will have the opportunity to know their legal rights and responsibilities and those of the school.

Legislative Implications

For the first time in our nation's history, laws have been passed that mandate every handicapped child's right to a free, public education in the least restrictive environment. Thus, education must be appropriate for each child and must provide the child an opportunity to have a purposeful and successful life. Perhaps more than any

other instructional area, career education and specific vocational training activities have a direct and dynamic impact on these goals.

A Look at the Laws

- Public Law (P.L.) 94-142, The Education For All Handicapped Children Act of 1975 states that public agencies will ensure equal access and availability to vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.

- P.L. 94-482, The Vocational Education Amendments of 1976 set aside 10 percent of the total grant for handicapped students.

- P.L. 93-112, The Rehabilitation Act of 1973 mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped student. This is commonly referred to as providing the least restrictive environment.

Placement and Evaluation

How Is the Student Placed In Special Education Programs and Services?

Although most students served in special education programs are now identified before the secondary school level, a brief review of the placement process and related procedural safeguards is appropriate.

- Referral. If your child seems to have special needs or has trouble learning, you or a teacher can call the local school principal and ask that the child be evaluated.

- Evaluation. A team of special school staff will test your child. Remember, before the school can evaluate your child, they will need your written consent.

- Child Study Evaluation Team (CSET). The CSET will conduct necessary evaluations, review evaluation data, and will decide (a) whether or not your child is handicapped, and (b) if so, what special programs and services are necessary. Parents are important members of each student's CSET. Parents should plan to attend the CSET meeting to help make these decisions.

- Individualized Education Program (IEP) plan. The CSET will plan a special meeting to write the general and specific goals and plans for your child's school year. Plan to attend this meeting, too, as you must give written consent before special programs and services for your child can start.

The ongoing evaluation and program planning activities of the CSET play a major role in determining and describing appropriate vocational training program options for each student.

What Should Parents Know about Evaluation?

As a parent of a handicapped child, you should be aware of the following evaluation procedures:

- Prior to evaluation, you will receive notice in writing about the evaluation. You must give consent in writing for evaluation to occur. Ask what kinds of tests will be given.

- You can ask for a copy of the completed evaluations to review before the CSET meeting.

- You have reasonable access to all school records about your child.

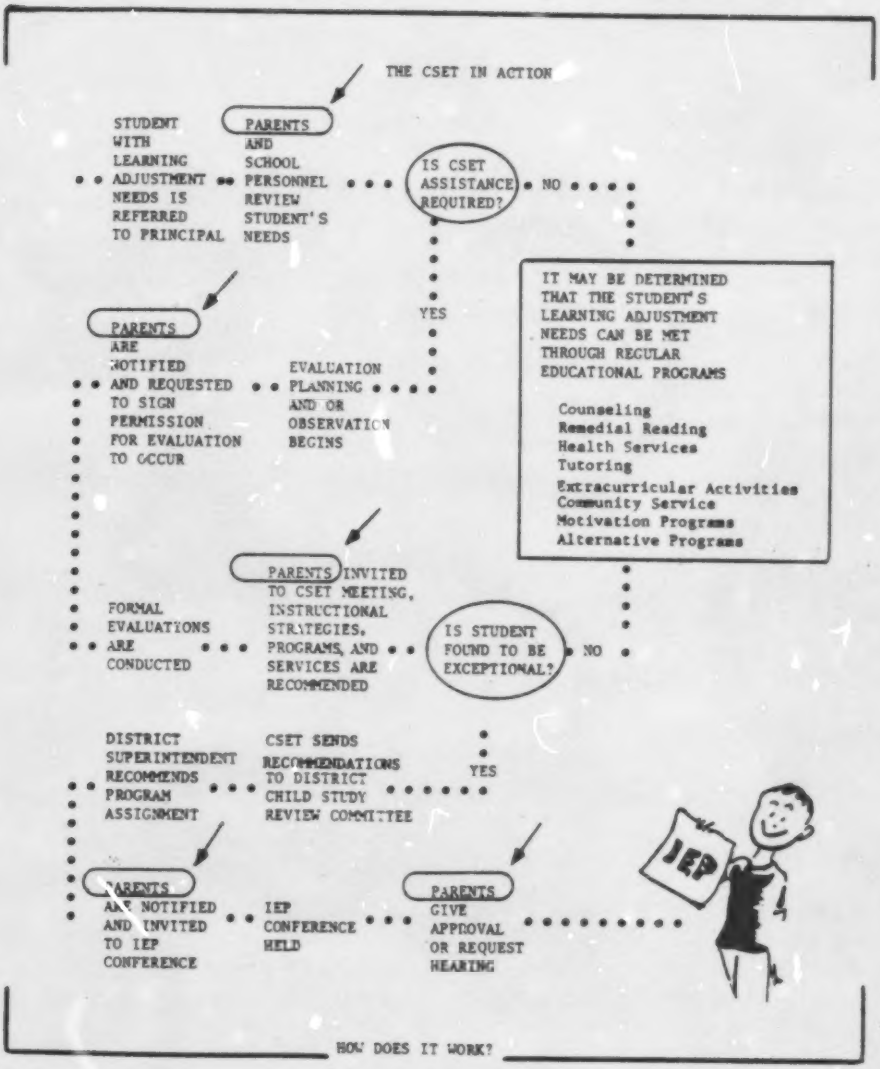
- If you disagree with the school district's evaluation, you may request an independent educational evaluation for your child.

- Once your child is enrolled in a special education program, the school district must review and revise your child's IEP at least annually and conduct a CSET evaluation at least every other year. You will be invited to attend these activities, also.

- At the CSET meeting, talk about your child's behavior. You have very important information about your child's strengths and weaknesses.

- Ask questions about the evaluation. Insist that the results be explained in a clear manner that you understand.

The following chart shows the process of placing a student in a special program and developing the IEP through the CSET meeting.


THE CSET IN ACTION
STUDENT WITH LEARNING ADJUSTMENT NEEDS IS REFERRED TO PRINCIPAL
PARENTS AND SCHOOL PERSONNEL REVIEW STUDENT'S NEEDS
IS CSET ASSISTANCE REQUIRED?
NO
YES
IT MAY BE DETERMINED THAT THE STUDENT'S LEARNING ADJUSTMENT NEEDS CAN BE MET THROUGH REGULAR EDUCATIONAL PROGRAMS
Counseling
Remedial Reading
Health Services
Tutoring
Extracurricular Activities
Community Service
Motivation Programs
Alternative Programs
PARENTS ARE NOTIFIED AND REQUESTED TO SIGN PERMISSION FOR EVALUATION TO OCCUR
EVALUATION PLANNING AND OR OBSERVATION BEGINS
PARENTS INVITED TO CSET MEETING, INSTRUCTIONAL STRATEGIES, PROGRAMS, AND SERVICES ARE RECOMMENDED
FORMAL EVALUATIONS ARE CONDUCTED
IS STUDENT FOUND TO BE EXCEPTIONAL?
NO
YES
DISTRICT SUPERINTENDENT RECOMMENDS PROGRAM ASSIGNMENT
CSET SENDS RECOMMENDATIONS TO DISTRICT CHILD STUDY REVIEW COMMITTEE
PARENTS ARE NOTIFIED AND INVITED TO IEP CONFERENCE
IEP CONFERENCE HELD
PARENTS GIVE APPROVAL OR REQUEST HEARING
IEP
HOW DOES IT WORK?

What Should Parents Know about the CSET?

As a parent of a handicapped child, you should be aware of the following CSET procedures:

- The CSET will review and discuss with you all the evaluation results to ensure that the evaluation is complete and appropriate.
- You should plan to participate actively in the CSET meeting. You have the right to accept or reject the educational placement and suggested programs for your child.
- Parents or guardians will be notified of the date, time, and place of the CSET meeting.
- The CSET meeting will be held at the completion of your child's evaluation. An IEP will be developed no later than thirty days after the completion of the evaluation.
- The local school principal, or designee, will conduct the CSET meeting. CSET members may include parents, the child's teacher(s), special education representative, psychologist, speech therapist, nurse, special education teacher, vocational education teacher, school counselor, and others. When vocational education programs are recommended, a vocational educator will become a part of the CSET.
- You may have someone else represent you at the meeting (doctor, legal counsel, and so forth), and you should feel free to provide all relevant evaluation data. Your input will be appreciated.
- o Communication to you from the school must be in language that you understand.
- o Once the decision is made that your child is handicapped and is not receiving an appropriate education, the school district has thirty days to recommend the proper changes in your child's program.

- Special education services can begin only after the CSET has met to plan your child's Individualized Education Program (IEP) plan, and you have given your written approval of the placement decisions.

- Parents are invited to attend all CSET meetings and to participate as key members of all CSET activities

The Individualized Education Program (IEP) Plan

What is an IEP? The IEP is a written statement that must outline the current performance level of your child, and the annual goals to be achieved by your child, as well as a list of short-term objectives (and related assessment strategies) that contribute to the annual goals. Supportive services the student will need in order to benefit from the program will be listed as well.

What Should Parents Do at the IEP Meeting?

As the parent, you have a right and responsibility to take part in developing your child's IEP. You are an authority on the needs of your child and an equal partner in developing your child's IEP with the other members of the CSET. The school will encourage you to take part in both the development of the initial IEP and the review and revision of all subsequent IEPs.

- Express how you feel. What you have to say is important. If you do not say what you think, the school cannot use your input.

- Insist that the school communicate with you in terms that you understand. If you don't understand something, ask questions, and be sure that the answers are made clear to you.

- If you feel that the school district's suggested IEP for your child is not appropriate, you may refuse to approve the placement.

- The school district may not, without your approval, make a major change in your child's educational placement or IEP.

- Your consent for the IEP and your child's placement may be revoked at any time. If you do revoke consent, your child will remain in the current placement until the matter is settled.

By law, every IEP must contain the following:

- A statement of the student's present levels of educational performance. This must be based on evaluations in all relevant skill areas.

- A statement of annual goals. These are general statements of goals for the student in a particular area of academics or related services.

- A statement of specific related services to be provided. Since under the law each handicapped child must be provided all services necessary to meet their special education and related needs, the IEP must contain all needed services.

- A statement of the extent to which the child can participate in regular education programs.

- The dates for the beginning and anticipated duration of services.

- Objective criteria and evaluation procedures to measure the student's progress in meeting the instructional objectives.

Suggestions for Monitoring Your Child's Progress

Following development of the IEP, the parents should carefully monitor the child's progress. Here are some suggestions:

- Ask that samples of your child's work be sent home.

- Call or visit your child's teachers, take the initiative; do not wait for the school to call you.

- Ask to visit the classroom. Watch your child. Does your child take part in class activities? Does the teacher expect your child to participate equally (or does the teacher let your child use the handicap to escape the need to do work which is hard for them)?

- Is your child happy? Does your child look forward to school?

- Is there evidence your child is making progress toward the IEP goals and objectives?

Career Education

The development of the IEP will include an instructional goal and short-term objective related to career education, as the school district requires that career education be an important part of each child's instructional program at every grade level. The diagram on the following page shows six levels of modification for vocational education programs, ranging from total participation in a regular vocational education program to participation in a work activity center that is a highly structured and self-contained environment.

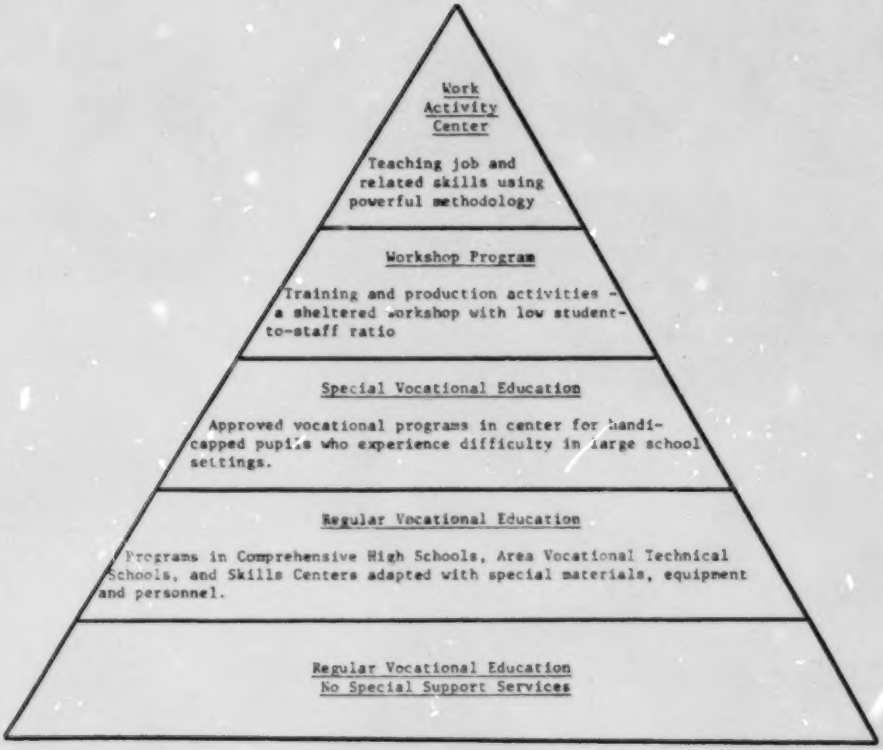

Work Activity Center
Teaching job and related skills using powerful methodology
Workshop Program
Training and production activities - a sheltered workshop with low student-to-staff ratio
Special Vocational Education
Approved vocational programs in center for handicapped pupils who experience difficulty in large school settings.
Regular Vocational Education
Programs in Comprehensive High Schools, Area Vocational Technical Schools, and Skills Centers adapted with special materials, equipment and personnel.
Regular Vocational Education
No Special Support Services

Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

The school district's curriculum in career education for all students extends from kindergarten through twelfth grade and includes a wide variety of learning activities. Whenever possible at the primary level the activities are infused; that is, made a part

of regular academic subjects. In grades seven through twelve, formal prevocational and vocational education activities and courses, which are considered facets of career education, are provided. The term "vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. Despite the formal grade designation, it is important to understand that development of those skills necessary for employment at the highest possible level begin at the earliest possible time. You can review your child's total special education program by carefully monitoring the progress indicated on the IEP and related evaluation reports.

Vocational Education

The school district is deeply committed to providing all programs and services for handicapped students in the least restrictive setting. In terms of vocational training, the successful participation of the handicapped student in a regular vocational program will depend a great deal on the preparation of the student as well as the vocational programs preparation for the student. Guidelines for this preparation should include (but are not limited to) the following:

- Appropriate pretraining experiences for handicapped students to prepare them for the regular program

- Provisions of supportive (related) services
- Preparation of regular teachers to work with handicapped students
- Modifications of schedule, curriculum, equipment, and facilities to assist individual students
- Cooperation of special education, vocational education, and supportive services staff in meeting students' individual needs in the regular program
- Using an individualized, competency-based program and modifying traditional forms of grading students

This preparation begins with the development of the IEP, which identifies annual goals, short-term instructional goals and adapted materials, equipment, facilities, or methods to help the student succeed in the regular classroom. The vocational program also may include opportunities for the following activities.

Vocational Work Experience Programs

Work experience programs provide the student with direct participation in the world of work. Through this experience students also acquire desirable social skills, work habits, and attitudes, as well as entry-level job skills. Work experience should not be the student's total vocational program; it should complement the skill training provided in the classroom.

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Placing a handicapped student in a work-study situation will require that the parents meet with the school personnel and the employer to work out a plan. The two types of work experience that are funded through P.L. 94-482 are these:

- Cooperative education (P.L. 94-482) is a program of vocational education for people who, through written cooperative arrangements between the school and employers, receive academic and vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternating half days, full days, weeks, or other periods of time.

- Work study (P.L. 94-482) is a program designed to provide financial assistance through part-time employment to students who have been accepted for full-time enrollment in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to career objectives. Students are employed in nonprofit institutions.

If such placements are not practical for the handicapped student, the school may recommend a simulated work experience. A mock-up or simulation of an actual community work station may be created in the vocational laboratory, and the student learns the work tasks in the laboratory setting. This learning can then be transferred to the actual work site. This may be appropriate for students whose handicaps are such that they are not currently candidates for integration into regular vocational courses or are not ready for placement in a paid employment setting. Thus, this program may serve as a transitional step to paid employment and may be viewed as one phase of a carefully structured work experience program.

Special Vocational Programs

Special vocational education programs are for those students whose handicaps precludes involvement in a regular classroom. The student is further prepared for potential integration into the regular vocational program, and training focuses at a job entry skill level. The training may include (but is not limited to) the following:

- Training in self-help and independent living skills
- Specific occupational opportunities stressing exploration and awareness
- Development of entry-level occupational skills or special competencies related to one component of an occupational area through specialized vocational education courses
- Development of competencies that will enable some students to be accepted in an on-the-job training program or a regular vocational education program
- Development of competencies in the more severely handicapped student that will facilitate placement in a sheltered workshop.

The chart on the following page may be helpful to you as a parent who wishes to be informed about the general goals and objectives of career education, vocational education, and special education, and how they are interrelated.

Competency-Based Instruction

In preparing all students with job skills through vocational education, the school district is utilizing what is called Competency-Based Vocational Instruction (CBVI). It is important to understand some basic points about this unique type of instruction.

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CAREER EDUCATION, VOCATIONAL EDUCATION, AND SPECIAL EDUCATION OBJECTIVES

Program Components	Career Education	Vocational Education	Special Education
1. Skills to be delivered to students	1. Ten general employability/adaptability/promotability skills needed to succeed in work and in life	1. Specific vocational skill required for entry into specific occupations	1. Regular education curriculum to the maximum extent possible with emphasis in 7 major domain areas as necessary to reduce deficits. domestic maintenance/ personal maintenance/ community living/ functional academic/ physical, motor, mobility/ interpersonal communicational/ and vocational
2. Population to be served	2. All students grades K through adult	2. Some students primarily at secondary, postsecondary, sub-baccalaureate, and education levels	2. All students identified as hearing impaired, mentally retarded, physically handicapped, learning disabled, brain damaged, speech and language impaired, socially and emotionally disturbed, visually impaired or severely multihandicapped, and mentally gifted and talented in need of special education programs and services
3. Major delivery strategy	3. Infusion into all existing curricula	3. A separate instructional program	3. The IEP-all handicapped students must have an annual career education goal and, when appropriate, a vocational education goal
4. Use of community resources	4. Active "partners" in delivering career education skills	4. Primarily serve in an advisory capacity	4. Use of community resources as described on the IEP
5. Work experience objectives	5. Provide skill training in selected vocational education area	5. To supplement specific vocational skills taught in the classroom	5. To help students explore possible careers and and career interests, increase opportunity for independent living
6. Breadth of emphasis on "work"	6. Both paid and unpaid work	6. Paid employment	6. Varies. Increase student skills
7. Involvement of community resources	7. Private sector, community service organizations, and volunteer organizations	7. Private and public sector employees	7. Arrangements for instructional settings in the private sector, community service organizations designed to promote a "life skills" approach to instruction
8. General goal	8. To help students acquire skills that will enhance their life experiences.	8. To help students acquire skills that will allow them to gain initial entry into occupations	9. To provide students with an "appropriate" program of education as defined by the IEP

Special and vocational educators are faced with teaching students entry-level job skills so that they can be employed. It is important for teachers to know what skills are needed for successful job performance and to know when and how to measure the quality of those skills. Teachers need to know how the labor market in certain occupations will vary and how their programs can adjust to meet changing labor requirements. Regular classroom teachers also prepare students with entry-level job skills and the abilities to perform effectively in the world of work.

Competency-Based Vocational Instruction offers a systematic and flexible instructional approach for addressing the challenge of changing work skills. CBVI is responsive to the different learning characteristics and learning styles of students and can incorporate a variety of teaching strategies. CBVI spells out performance requirements in the form of objectives and provides step-by-step directions that lead students toward competency, or successful demonstrated performance of job tasks. CBVI is a flexible, systematic approach in which students work at their own pace in an individualized program. Using a sequence of performance objectives and learning experiences or activities, students work toward successful performance of occupational tasks. Their performance is evaluated on the basis of criteria stated in the performance objective.

Competency-based instruction is an approach to vocational education in which the student is required to demonstrate mastery of identified tasks in order to achieve entry-level competency for an occupation. Actual performance of a task ensures that the student has not only the knowledge required but also the ability to perform operations that are a part of the job.

The following characteristics of CBVI are especially pertinent to special needs learners:

- CBVI programs are based upon the employer-verified competencies needed by entry-level workers in specific occupations. The skills, knowledge, behaviors, and attitudes are demonstrated by the students so that the teacher can assess actual performance against specific evaluation criteria.

- Students know the learning objectives and evaluation criteria before they start using the instructional materials for each task. Performance objectives define the needed skills and the criteria to be used for evaluation. Students can assess, for themselves, if mastery has been achieved.

- The learning process and instructional materials are individualized. The student's program is self-paced and learning activities are tailored to meet individual learning styles and characteristics. Students are provided with simulated situations in order to practice and demonstrate their skills in an occupational setting.

- The student participates in planned, supplementary activities and uses resources designed to reinforce the learning activities. The student does not work alone all of the time and frequently participates in demonstrations and other group activities.

- The instructional program is designed to provide immediate evaluation and feedback after each learning experience. Specific, criterion-referenced evaluation devices are used to assess the student's progress and performance.

- The operational units are self-contained and include all of the information essential to accomplish the expected performance.

- Assessment of the student's performance is used as the primary source of evidence for determining entry-level competency. Objective evaluations of the student's knowledge, skills, performance, and attitudes are completed prior to certifying that the student is competent to perform entry-level tasks within a given occupation.

Job Placement and Follow-Up Services

Job placement and follow-up services need to be provided in order for handicapped students to secure and maintain jobs that are suitable for their interests and abilities. Many of the services for the handicapped are the same as they are for the nonhandicapped. These include--

- referring students to job openings,
- instructing students in job-search techniques,
- taking job orders from employers and listing jobs,
- following-up on placements of students in jobs,
- soliciting jobs for listings,
- establishing of on-the-job follow-up procedures,

Additional services that may be needed for the handicapped student to enhance the possibility of success in securing and keeping a job are as follows:

- Instruction and practice in job-seeking skills for handicapped students who may need more practice to compensate for lack of exposure to the world of work:
  - Preview of employment resources
  - Proper use of application forms
  - Methods for effective interviewing
  - Suggestions about how to focus on capabilities, not handicaps, when talking with employers
  - Preparation of resumes and obtaining letters of reference
- Provision of information to employers to dispel their fears about hiring handicapped individuals
- Provision of information to assist employers and handicapped individuals in the acquisition of adaptive devices and in the modification of the work task or the work environment that will enable physically or mentally handicapped individual to be competitively employed
- Establishment of procedures to search actively for job openings in the community for handicapped students
- Development of procedures to match qualified students with available jobs

- Provision of assistance, as needed, to students during interviews and in contacts with personnel officers
- Assistance to students in solving job-related transportation problems
- Assistance to students during the initial period on the job
- Establishment of on-the-job follow-up procedures
- Coordination of educational agency placement activities with vocational rehabilitation, state employment services, and other community agencies.

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SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel, in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific grid of responsibilities. This grid consists of five columns. These columns provide the parents with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the parents need to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the parents in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the parents with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the parents person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

Specific Responsibilities of Parents

Initiation of Task	Task Description
1. Concern for appropriate placement of the student	1. Participate as a full member of the CSET in the development of the IEP both in the initial placement meeting and in annual revisions of the IEP
2. Need for knowledge/ strategies pertinent to handicapping conditions, learning problems, and educational program options	2. Participate in parent training/information programs in order to gain awareness of: • education program options • strategies to aid in the solution of learning problems • need for acquisition of related supportive services • reinforcement techniques to support/ expand learning in the home environment
3. Recognition of support needed by the student	3. Promote positive attitudes in the student toward self and potential personal/ career achievement

Specific Responsibilities of Parents

Tools/Equipment	Personnel Interface	Specific Outcome
1. • CSET form • evaluation reports • academic records • attendance records • medical records	1. • other CSET members • external agencies, as needed • other school staff as needed • student, where appropriate	1. Appropriate placement
2. • literature • conferences • parent training programs • equipment/ materials from resource centers • demonstrations	2. • teachers • counselors • principal • supportive services personnel • specialists	2. Increased knowledge expertise in reinforcing education goals as described on the IEP
3. • positive parenting techniques • supportive techniques including praise, respect, encouragement • successful experiences	3. • student	3. Self-respect, self-dignity, and personal maturity on the part of the student (more self-acceptance)

Specific Responsibilities of Parents

Initiation of Task	Task Description
4. Recognition of a need for appropriate work habits and attitudes as prerequisites for further career development activity	4. Promote prevocational skills in the home by: • explaining/expecting consistent positive work habits and attitudes • teaching/expecting good grooming and appropriate dress for various occasions • assigning/supervising regular responsibilities appropriate for age of the student
5. Student's limited exposure to or knowledge of the work environment for age/grade level	5. Promote career awareness in the student by identifying and discussing: • worker names/titles • job responsibilities • names/uses of basic tools/equipment used by various workers • technological processes such as assembly lines • products/services of workers
6. Concern for the level of the student's social maturity skills	6. Promote appropriate opportunities for development of skills related to personal/social independence: • building friendships • working with others • family interrelationships

Specific Responsibilities of Parents

Tools/Equipment	Personnel Interface	Specific Outcome
4. • consistent/ appropriate discipline in the home • consistent reinforcement of grooming skills/ habits • schedule of "chores" to be completed	4. • student • other family members	4. Acquisition of appropriate work habits, attitudes, and good grooming
5. • on-site visits • magazines • newspapers • television • discussion/ explanations • library sources	5. • community workers • friends, neighbors • family members • student	5. Increased knowledge/ awareness of the components of the world of work
6. • role models • social functions • family activities	6. • family members • peer groups	6. Social maturity and independence of the student

Specific Responsibilities of Parents

Initiation of Task	Task Description
7. Concern for the ability of the student to achieve skills of economic independence	7. Provide appropriate opportunities for the development of skills related to economic independence: • recognition of and correct usage of money • shopping skills • budgeting (simple to complex, depending upon the student's age)
8. Need for basic independent living and good citizenship skills	8. Provide the student with increasing exposure to a wider community, geography, services, and the world of work: • use of transportation • knowledge of streets, maps, and so forth • knowledge of community services, agencies, utilities, banking information • knowledge of responsibilities of good citizenship such as voting, obeying laws, rules, and regulations, and respect for life and the property of others
9. Need for the participation in acceptable leisure time activities	9. Promote appropriate use of leisure time by helping the student develop positive, worthwhile uses of "free" time: • hobbies • sports • volunteer work

Specific Responsibilities of Parents

Tools/Equipment	Personnel Interface	Specific Outcome
7. • management of allowance • opportunity to earn money • shopping trips both escorted and independent • consumer information • practice in making change	7. • family members • peer groups • friends, neighbors • community members • business workers • teacher	7. Increased economic independence of the student
8. • community resources • banks • street maps • voting information • curfews • property laws • pedestrian laws • transportation	8. • community workers • family members • student's peer group	8. Demonstration of community-wide skills and knowledge along with the acquisition of good citizenship habits
9. • recreational centers • sports • church activities • camps • family outings	9. • peers • family members • community organizations • teachers • recreational personnel	9. Development of acceptable leisure time interests and activities

Specific Responsibilities of Parents

Initiation of Task	Task Description
9. continued	

Specific Responsibilities of Parents

Tools/Equipment	Personnel Interface	Specific Outcome
9. • materials for hobbies and crafts • membership in recreational organizations such as the "Y"		

SUMMARY

A cooperative working relationship between parents and public school personnel is critical to the Individualized Education Program. The family can increase their contribution to the student's learning if they receive the necessary guidance and support from school personnel. The home is a fertile ground for teaching personal-social, daily living, and occupational skills. Parents can assist their children by providing specific responsibilities at home, by developing career awareness, teaching specific skills, and providing a secure home life where self-confidence and independence can be developed. Family members should also be encouraged to visit the school and participate in class activities.

Parents who reinforce the skills that the student has learned in the classroom build bridges for the student between the school and the community. If parents are aware of what their child is learning or having trouble learning in school, they can provide opportunities to practice the activity at home, thus reinforcing the learning experience.

A good school-community relationship will greatly assist school to provide a meaningful career education for handicapped and other students. An effective and comprehensive school-community relationship will greatly enhance the implementation of a meaningful career education curriculum for handicapped and other students. Career education requires the effective use of community resources for students to explore and be prepared for the real world.

The school district is committed to providing extensive learning activities for parents. As a result parents can be better prepared in program planning and support activities in addition to being an advocate for their child. Parents should ask their principal about parent training programs available at the local school and district level as they seek to work with the student, the school, and the community to ensure that their child has every opportunity to become a productive and successful person.

The specific responsibility grids will provide the parent with very specific ways and means of helping with their child's vocational education program. The grids will give the parent confidence in knowing what involvement is welcome and helpful.